

Effects of Strength-Based Development on
Resilience in Undergraduate Nursing Students

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Abstract

A 2019 Nursing Solutions National Health Care Retention Report identifies a staggering new graduate turnover rate of 25% within the first year on the job, and as high as 52.9% in less than two years of practice. Similarly, Reyes, Andrusyszyn, Forchuk, & Babenko-Mould noted that burnout, emotional fatigue, and decreased job satisfaction is extremely high among nursing professionals (2015). Barratt (2018) suggests that tenacious resilience tools are critical for healthcare professionals to handle adversity, stresses, and their own wellbeing in order to sustain a healthy career. This project asks the question, in undergraduate nursing students, does a strength-based development program promote resilience during the first semester of nursing school? Twenty-five scholarly articles concerning resilience interventions, nursing burnout, stress-coping, and strength-based development were analyzed, appraised, and critiqued. A gap in the literature points to a need for resilience development early in undergraduate nursing education. Thorough data analysis indicates that first-year nursing students who engage in strength-based interventions feel more equipped to tackle nursing school adversities, have increased social support, and are more likely to recognize the use of their strengths in their everyday lives.

Keywords: resilience, burnout, stress-reduction, strength-based development, Nursing

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Chapter 1

The demanding nature of a health promoting nursing career requires nurses to selflessly care for others physically, emotionally, and spiritually. In order to mediate these stressors, nurses need to prioritize their own health and wellbeing. The absence of strategies designed to create life balance not only negatively affect patient outcomes, but also leave nurses likely to burn out early in their career (Jackson, 2018). Recent research shows that new graduate nurses have a 25% turnover rate within the first year of practice, and as high as 52.9% in less than two years on the job (“NSI Nursing Solutions”, 2019). Rising burnout rates, low job satisfaction ratings, and high attrition rates collectively elicit a need to better equip nursing students with the skills to handle the adversities in the nursing profession. Multiple studies suggest that there is a positive association between proactive resilience skills and stress reduction.

Resilience interventions suggest the key to preventing burnout early in one’s career is to develop resilience as early as possible (McNae, 2015). Further, a study by Rios-Risquez, García-Izquierdo, Sabuco-Tebar, Carillo-Garcia, & Solano-Ruiz (2018) researched academic burnout in students and coping strategies. It was concluded that resilience promotion and development is vital to implement early on in the educational process to best benefit long-term health for nurses (Rios-Risquez et al., 2018). Lastly, Cooper and Woods (2017) propose the importance of increasing the awareness of one’s strengths to subsequently manage the stressors of caring for others while developing their own wellbeing.

The lack of research specifically in nursing students in the United States on strength-based resilience interventions peaked the interest of the authors to further study this topic. This study will focus on the research question, “does the implementation of a strength-based development program promote resilience building strategies in sophomore nursing students?”

Foundational Literature.

A meta-analysis by Stoffel and Cain (2018) concludes that stress and resiliency play a large role in life satisfaction. Additionally, resilience is a learned, protective factor that can be used to tolerate the effects of stress (Stoffel & Cain, 2018). The basis for a large part of the literature researched for this study supports the key idea of implementing resilience strategies early on in one’s career. Resilience education encourages individuals to develop stress-resistant traits, gain self-awareness and grit, and develop strong coping mechanisms that are integral to bouncing back in stressful situations. In general, the literature posits that among resilience interventions, recognizing and further developing one’s strengths, best facilitates students with the ability to mitigate life stressors and promote better patient outcomes.

Barnes and Larcus demonstrate that a strong correlation exists between strength-based development, positive leadership, and personal success (2015). Similarly, a scoping review by Low, King & Foster-Boucher (2019) emphasizes the imperative need for resilience education in healthcare. This review suggests reflective practices, peer support, and enhancing self-knowledge are all effective educational strategies in teaching resilience and improving quality of care (Low et al., 2019). Holistically, the effectuation of a strength-based development

program increases resilience building capacity and encourages awareness and exploration of one's own individual talents.

Problem Statement.

As indicated in the 2019 Nursing Solutions Incorporation (NSI) National Healthcare Retention and RN Staffing Report, hospitals have made one of their missions to decrease turnover rate and increase retention in nurses and nursing assistants (“NSI Nursing Solutions”, 2019). This effort is born from the decade-high turnover rate that occurred in 2019. This resilience study aims to address the problem of nurse burnout that may eventually lead to high nurse turnover rates. With the problem of attrition centering around nurses in the first few years of their careers, coping strategies and stress reducing activities would be beneficial if enacted promptly in nursing school. In addition to the rising attrition rate in nurses, nursing majors at the undergraduate university level struggle to maintain stable mental health, which may lead to burnout and can turn into distress for new graduate nurses. To address this problem, this study uses an upstream approach to focus on the population of sophomore nursing students in a Baccalaureate nursing program.

Research Questions and Hypotheses.

The primary research question is: does the implementation of a strength-based development program promote resilience building strategies in sophomore nursing students? In addressing resilience in undergraduate nursing students, the leading hypotheses have been made in hopes of increasing the ability to overcome adversity and adapt to future difficult situations in an educational setting and eventually the healthcare profession. The primary hypothesis holds that first year nursing students enrolled in a strength-based development program will increase

resilience. This is evidenced by an increase in self-awareness, sense of belonging, and confidence in their clinical skills. The second hypothesis of this study predicts that within a resilience development program, students who engage in peer-to-peer interactions with senior students, compared to students who do not, will report an increase in social support. The final hypothesis states that strength-based interventions, compared to other resilience building interventions, will increase self-efficacy, strengthen the ability to navigate coursework and life stressors.

Chapter 2

Literature Review.

The stressful nature of a nursing career has the potential to affect nurses' ability to take care of themselves. This, in turn, may impair their ability to best treat patients and may increase the likelihood to burn out early in their career (Jackson, 2018). This literature review aims to explore the resilience interventions in non-students, non-nursing, and nursing groups. It will analyze the stress-relieving alternatives that promote high levels of self-efficacy, low burnout rates, and minimize the psychological complications for nurses and nursing students. The objective of this study is to explore the question, in undergraduate nursing students, does the implementation of a strength-based development program promote resilience during the first semester of nursing school?

When looking further into the problem of decreasing retention rates, resilience is found to increase retention rates and satisfaction in nurses. Resilience is defined as one's adaptive response to adversity, stress-resistant traits, and the ability to bounce back (Rajan-Rankin, 2014). This review was conducted with search parameters for peer-reviewed articles, within the last five

years, in English, containing words including “resilience”, “burnout”, “nursing”, and “stress reduction”. This review contains varying levels of evidence including meta-analyses, randomized and nonrandomized trials, comparative studies, and expert clinical opinion. The studies analyzed in this review were conducted worldwide, with populations in Taiwan, the United States, China, Korea, and England. The general findings of this literature review concluded that resilience and stress-reducing interventions in nursing, non-nursing, and non-students helped maximize individual potential, improved self-efficacy and self-awareness, decreased emotional exhaustion, and ultimately encouraged individuals to process and explore their own emotions. There was a sufficient availability of resources for this review; however, much more research needs to be done on student populations within the United States.

Non-Students.

A notable, common theme among the literature is increasing attrition rates in professions, including nursing, that require the care of others. Individuals that work in these professions are subjected to burnout, emotional fatigue, and decreased satisfaction in their profession. The article, “Resilience in nursing education: An integrative review” is a review that accounts for quantitative and qualitative data. Undergraduate nursing students, faculty, nursing staff, and administrative personnel are all included in the sample. The driving reason for this research is the decreasing retention rates in the field of nursing. Looking further into this problem, resilience is found to increase retention and satisfaction in nurses. In investigating the rationales behind this, the researchers found three key points centering around the theory of resilience. First, resilience is essential in nursing education and needs to be implemented in undergraduate nursing students’ courses. Secondly, “resilience is conceptualized as either a trait or a process”, as the research had

differing opinions (Reyes, Andrusyszyn, Iwasiw, Forchuk, & Babenko-Mould, 2015, page 1). Lastly, resilience is related to protective factors that can be used to minimize the effects of stress. A major identification of this study is the importance of resilience but the lack of successful interventions within an education setting. This report points to the need for deeper research in the field of resilience as well as the development of effective interventions.

A hopeful solution to the lack of effective interventions are resilience education modules. The article, "Evaluating the use of a strengths-based development tool with head teachers" details an intervention called the Realise2 Education Module. This module was used in a sample of professors with the intention to increase the ability to manage the daily stressors of caring for others. Likewise, nurses and professors often feel responsible for taking care of others' emotions as well as their well being. Professors are also expected to set an example of successful professional development for their students and those below them. Combining these stressors among others, professors often reported feeling burnt out and unequipped to manage daily life. The Realise2 Education Module was created as a tool to increase self awareness and use of strengths. The main themes to emerge from this study include, "increased awareness of own strengths and weaknesses, increased motivation, reflection, and self-development, and specific behavioral changes" (Cooper & Woods, 2017, page 9). Specific behavioral changes the participants discussed included, "increased calmness, increased sense of personal resiliency, greater trust in allowing others to carry out delegated tasks, and increased authenticity in presentation as a leader" (Cooper & Woods, 2017, page 10). These changes proved the module extremely useful in developing skills the professors described as useful in their professional lives as well as their personal well-being. In a debriefing session, participants suggested that follow-up

sessions with peers would be useful in order to maintain their strength building skills. This should be taken into consideration in further resilience building intervention courses centered around equipping professionals with the emotional tools to handle taxing jobs.

The struggle of feeling unequipped needs to be addressed, as it is a central issue in the following study. The article, “A grounded theory of the resilience process in post qualification nursing students” details a qualitative study conducted in postgraduate nursing students. Data was collected through in-person interviews that lasted approximately 30 minutes. This study was born from the issue of nurses in their continuing education courses feeling unequipped to deal with situations both in the field and in their classrooms. One of the biggest discoveries of this study is the feelings that inhibit resilience. These feelings include: lack of confidence, self-doubt, and imposter syndrome. On the other hand, building resilience stems from, “support from others, developing self awareness, and effective coping strategies” (Jackson, 2018, page 2). When resilience building is effective, it increases self-efficacy as well as performance within nursing programs (Jackson, 2018). A unique idea to emerge from this study is that exposure to adversity is critical for nursing students to develop resilience.

As nursing students complete their programs and enter the workforce, they are confronted with adversity on a daily basis. Unfortunately, if unprepared to deal with this adversity and turn it into growth, many nurses will not be able to sustain their career. The article, “Developing resilience: The role of nurses, healthcare teams, and organizations” studied nurses who have left the profession between June 2016 and May 2017 (Barratt, 2018). It aims to understand what is meant by resilience in order to develop tools to enable nurses to handle burnout, workforce sustainability, and quality of care (Barratt, 2018). This article explored the concept of resilience

and suggested various ways resilience can be developed with others (Barratt, 2018). The results found that developing resilience and hope in nurses is about preventing burnout and protecting their wellbeing, as well as improving responses to stress in the workplace (Barratt, 2018). It was discovered that individuals cannot be resilient without one another, and as much as nurses need tools such as mindfulness, they greatly need one another to discuss and relate together to form a positive, healthy workspace (Barratt, 2018). Improving resilience among nurses will not only enhance wellbeing, but also reduce workplace stress and ultimately increase job satisfaction and quality of patient care (Barratt, 2018).

As noted, an important component to building resilience in order to prevent burnout is working on resilience as early as possible. This is exemplified in the article, “Appreciating young women and their leadership: A strength-based approach to leadership development with high school student leaders” as it sampled a class of high school females in a leadership class. This study stressed the need for variety in developing strengths and leadership skills; it emphasized the need to look at each person individually. A course was implemented including youth-adult partnerships that give students not only a trusted adult to encourage them but “also trains them to speak about their feelings and recognize their strengths” (McNae, 2015, page 4). Many of the students noted that as they continued through the program they became increasingly confident in themselves and their strengths. This is a direct product of resilience education that Barratt stressed in preventing burnout by building resilience in collaboration with others. A highlighted finding includes the increased ability to support their peers. Another major finding was the idea that, “as students learn to strengthen relationships with adults, they also learn to confide in each other which in turn increases peer support” (McNae, 2015, page 8). The program was guided by

the “4 Ds Theory”. This includes activities that center around discovery, dreaming, designing, and destiny. This program produced results that helped students create and adhere to action plans that utilized their strengths.

In addressing the need to utilize strengths, the idea of focusing on weaknesses becomes less prominent. The central theme of strength-based interventions is to direct efforts towards assets instead of downfalls. The article, “Solution-oriented learning to build resilience in mental health nursing students and recently qualified nurses” proposes teaching strategies that can be implemented in a resilience building course at the university level. This study was proposed due to the rise in burnout in nurses that lead them to leave the profession (Jenkins & Germaine, 2018). The article discussed the toll taking care of frail and dependent patients can take on nurses’ mental and physical health. The proposed solution to this problem includes a solution-oriented learning resilience strategy that “focuses less on analyzing the causes of a problem and more on what the ideal outcome would be” (Jenkins and Germaine, 2018, page 2). The intentions of the proposed study were to “build resilience for the individual, change learning culture, and build a sustainable practice” (Jenkins & Germaine, 2018, page 2). In doing this, the researchers looked towards a holistic approach in caring for the mental health of nurses in order to raise the well-being of the profession as a whole. An impactful finding of this research was the idea that many nursing students struggle to find ways to be motivated because they have not yet discovered the personal strengths they can thrive off of. From this, the researchers encourage “when students are taught to search for the solution instead of focus on the problem, they are intrinsically motivated in a positive way” (Jenkins & Germaine, 2018, page 3). In doing this, one intervention was highlighted. This intervention included a learning exercise of having students

picture a great day in the nursing field, then to reflect on the ideal outcomes of this day and visualize the strengths and skills they would use this day. This activity and the solution-oriented learning style generated optimism by building relationships between students and focusing on individualized skills (Jenkins & Germaine, 2018). This idea of optimism is critical in facilitating growth and allowing individuals to look inward.

Encouraging reflection is a common theme of the research as it emphasizes emotional insight that is necessary for building resilience. “The importance of teaching and learning resilience in the health disciplines: A critical review of the literature” discusses resilience among healthcare professionals and the application to nursing education (McAllister & McKinnon, 2009). The purpose was to understand methods that build resilience in health professionals via education and workplace learning (McAllister & McKinnon, 2009). It advances educational discourse and proves resilience as a necessary quality to success in building positive professional relationships, the maintenance of positivity, emotional insight, and managing the life and spiritual balance (McAllister & McKinnon, 2009). The results also showed that collectively, nurses have high levels of unhappiness with their limited roll, and the consequences of such will affect retention, students, and lead to burnout (McAllister & McKinnon, 2009). It can be concluded that resilient individuals possess personal attributes that promote positive self-image and relationships, and resilience may be viewed as a complex, cultural construct with vast dynamic interactions (McAllister & McKinnon, 2009). These attributes become increasingly important to develop upon as research continues to show the solution, of building resilience, to the problem of rising burnout and attrition rates. Notably, this resilience building warrants

further study both by focusing on individual strengths and by working in collaboration with others.

Non-Nursing.

University students share a common theme of high stress and low self-awareness. This article aims to improve these factors and implement changes to improve student performance (Borden, 2018). The article “Designing and implementing a strengths-based approach to student development” focuses on the need to ‘improve self-awareness, foster development, and help students find direction’ (Borden, 2018). The purpose centers around improving the performance of students by developing individualized strengths. The report outlines a program that included an introduction to students during the Villanova University New Student Orientation, a discussion facilitated by Residential Life and Wellness Workshops. While this article is lacking in results because the actual study had not yet been conducted, it can be concluded that students become “more productive and have an increased quality of life when they are given the opportunity to focus on their strengths as opposed to their weaknesses” (Borden, 2018). This concept can be similarly applied to students experiencing both the stressors of athletics and academics.

The article “Positive Psychology as a Framework for Leadership Development in Recreation and Sport” outlines a program to be enacted for student athletes at the university level. The article claims that while strength development tools are available to many students, they do not take it upon themselves to seek these out. From this idea, the program emerges in order to meet students where they are in hopes of the students accepting an education they would not otherwise receive. In looking at the program in light of a nursing career, conclusions can be

drawn related to the correlation between strength-based development and positive leader development. A program such as this hopes to encourage a growth mindset and self awareness in students in order to help them maximize their potential for success” (Barnes & Larcus, 2015). A meta-analysis was conducted on medical students who have a similar desire to maximize their potential for success.

The article “Learning to Bounce Back: A Scoping Review about Resiliency Education” details a meta-analysis of randomized control trials done in nursing and medical schools. A resilience program focused on reflective practices, storytelling, peer support, professional support and mentoring, and enhancing self-knowledge and personal competencies is a commonality among the studies. The main question researchers aim to answer is, what education strategies are identified to develop resilience in undergraduate health science students (Low, King, & Foster-Boucher, 2019)? The main emerging conclusion is the need for students to learn how to be self-aware and to process their emotions in order to grow from them. The development of this educational strategy enhanced student competencies, in a similar way that an exploratory study implemented strength-based development to promote resilience in career difficulties.

The article, “Building Resilience Through Strengths-Based Learning During Graduate Study Abroad: An Exploratory Study” was a qualitative study that led students through a course to build strengths identified by the Gallup Clifton Strengths test. This study was born from the struggle graduate students were reporting in knowing how to manage their strengths in order to deal with career difficulties. This course was unique in that it was mostly student led. The activities included organizing visits to community organizations, organizing peer residence life, organizing physical activities, and faculty-led nightly debriefing sessions. Students were tasked

with reflection upon their activities to discover the specific strengths they utilized in order to overcome the challenges they encountered. Many students reported, “creating real-life situations for students in a classroom setting allows students to manage, adjust, and overcome challenges” (Dresen, Wilmes, Sullivan, & Waterbury, 2019). The study emphasized that a strength-based curriculum establishes a common language for students and faculty to discuss challenges and reflect on experiences.

This next article emphasizes a different intervention about mindfulness that similarly deals with university student performance. “Facing the fear of failure: an explorative qualitative study of client experiences in a mindfulness-based stress reduction program for university students with academic evaluation anxiety” sampled 29 academic students with academic evaluation anxiety in an 8-week mindfulness based stress reduction program, following an explorative qualitative study (Hjeltnes, Binder, Moltu & Dundas, 2015). The purpose was to investigate the experiences of these individuals and understand how mindfulness interventions affect them (Hjeltnes et al., 2015). The results concluded that the participants found their inner source of calm, shared human struggles, stayed focused in learning situations, moved from fear to curiosity, and felt more self-acceptance in difficult situations (Hjeltnes et al., 2015). The meaningful change that these participants experienced positively influenced their academic problems and can be a future tool to master academic anxiety and decrease work burnout (Hjeltnes et al., 2015). Properly addressing the stressors that may lead to work burnout can be attributed to understanding emotional intelligence.

In “Self-Identity, Embodiment, and the Development of Emotional Resilience”, ten undergraduate social work students were studied with the purpose to explore connections

between resilience, self-identity, and embodiment (Rankin, 2013). This study explored the students' perceived role of emotions and overcoming adversity while collecting data through individual interviews (Rankin, 2013). It was found that experiencing emotionality in one's self was met with a fear of being unprofessional (Rankin, 2013). The results found that assumptions about being strong and not showing emotions had a negative stigma around social work majors and that social support from friends and family were essential coping resources (Rankin, 2013). It was analyzed that self-identity is an important factor in managing emotion and that emotion should be valued rather than shunned in studies such as social work or nursing (Rankin, 2013). It is essential that emotional and social competency teaching be implemented in the curriculum so students have the right tools to process their emotions as they enter the workforce (Rankin, 2013). Emotional and social competency go along with the Intolerance of Uncertainty (IOU) in being valuable factors that need to be addressed prior to entering the workforce.

The "Effect of Resilience on Intolerance of Uncertainty (IOU) in University Students" sampled 134 Korean nursing students in a cross-sectional correlational study and collected data using a questionnaire (Lee, 2019). The purpose of this study was to identify the relationship between resilience and the IOU in nursing students and develop strategies to improve nursing students' satisfaction toward their major (Lee, 2019). The results found that higher positive tendencies lead to less negative emotions, but overall resilience scores were lower than the results from other studies (Lee, 2019). It can be concluded that efforts should be made to increase student resilience to best prepare students for their careers (Lee, 2019). Increasing nursing students' resilience is equally as important as improving problem solving skills in the nursing workforce. This is a hypothesis sought after in the following article addressed.

“Between Avoidance and Problem Solving: Resilience, Self-Efficacy, and Social Support Seeking”, 220 undergraduate students, with a mean age of 19.9 were sampled to explore resilience, self-efficacy, and social support as mediators between stress and problem solving (Li, Eschenauer & Persaud, 2018). The model was a structural equation model measuring stress, self-efficacy, resilience, and coping strategies (Li et al., 2018). It evaluated the data using comparative fit indexes, normal fit indexes, standardized root-mean-square residuals, and root-mean-square error of approximation plans (Li et al., 2018). The results showed that social support played a vital role in reducing avoidance and that stress is a good predictor of problem solving (Li et al., 2018). A p-value of .64 and CFI of 1.00 indicate significant information to help clients enhance their problem-solving skills and avoidance of stressful situations (Li et al., 2018). Other factors that influence stressful situation decision making include grit and resilience, as discussed in the following study summary.

In the meta-analysis study, “Review of Grit and Resilience Literature within Health Professions Education” medical students, nursing students, and pharmacology students were studied to focus on the correlation of GPA and resilience (Stoffel & Cain, 2018). This study aimed to determine whether grit and resilience can be taught through interventions and how sustainable these developing skills will be long term (Stoffel & Cain, 2018). It was found that resiliency was an adaptive process that can be taught to nursing students in order to aid in overcoming the adversities of the first year of nursing school (Stoffel & Cain, 2018). Stress resiliency and empowerment are positively correlated and exposure to trauma was associated with personal growth (Stoffel & Cain, 2018). A growth mindset promotes resilience and teaching it in an academic setting can change student behavior (Stoffel & Cain, 2018). A growth mindset,

along with trait resilience are valuable factors that influence students' coping mechanisms, adaptive processes, and personal growth.

“A Cross-Cultural Study on a Resilience-Stress Path Model for College Students” was a study conducted with the purpose to explore mutual factors that influence active coping strategies, to discover consistency across countries, and to explore various relationships among the set of variables across countries (Li & Yaung, 2016). The results showed that stress predicted trait resilience and self-efficacy (Li & Yaung, 2016). It also found that trait resilience predicts active coping (Li & Yaung, 2016). It was discovered that throughout countries, students' stress-coping mechanisms are very similar to one another (Li & Yaung, 2016). It was also uniquely identified that although psychological processes may be universal, expressions are typically influenced by local cultures (Li & Yaung, 2016). A drawback of this study may be the simple, narrow, sample study, which suggests it should be replicated with more diverse populations. From this, it can be inferred that stress can impact perception-related characteristics in the stress-coping process, regardless of cultural backgrounds (Li & Yaung, 2016).

Nursing Students.

Specifically addressing nursing students in resilience education has become increasingly important. The literature surrounding this specific population includes studies mostly done outside of the United States and in age groups slightly older than those of the average nursing student in America. One of the most significant findings in studies conducted in nursing students in the effectiveness of courses or workshops that have been created to address resilience. The article, “Nursing students' post-traumatic growth, emotional intelligence, and psychological resilience” sampled 20 nursing students in China in order to explore the relationship among

post-traumatic growth (PTG), emotional intelligence (EI), and resilience through a cross-sectional research study with anonymous questionnaires (Li, D. Cao, D. Cao, & Liu, 2014). This study observed that most young adults have experienced childhood adversity and most students are not being instructed on how to turn adversity into a way to build resilience (Li, et al., 2014). PTG scores were found to be significantly related to EI scores and the relationships between resilience, PTG scores, and EI scores were found to be curvilinear (Li, et al., 2014). It was found that nursing students with low-level EI or resilience may be less able to respond to others' feelings (Li, et al., 2014). This study concluded that 93.5% of nursing students had at least one example of childhood adversity and have comparably suffered negative mental health effects (Li, et al., 2014). The need for resilience education stems from this idea of bouncing back from adversity specifically in childhood. As young adult nursing students, resilience building is critical to address traumatic adversities from childhood.

Another study shed light on the positive effects of course that aims to equip nursing students to deal with stress and adversity. The article, "Evaluation of a stress coping course for psychological resilience among a group of university nursing students" reported on a stress coping course provided for 78 first year nursing students. The course was two hours a week for an entire semester and was taught by a psychiatric nursing professor. Educational strategies used included lectures, question-answer, experience sharing, and role play techniques. Data collected from the post-course questionnaire showed students' perception of self had increased; this proved the course had helped equip students with ways to be self-aware. A major finding was a negative correlation between psychological resilience and stress symptoms, meaning, "as resilience increases, stress symptoms decrease" (Onan, Barlas, & Karaca, 2018, page 6). Additional results

from the questionnaire included themes of students, “perceiving themselves more positively, focusing more on strengths, and reaching social resources more comfortably” (Onan, Barlas, & Karaca, 2018, page 7). Researchers highlighted the importance of students feeling more comfortable utilizing social resources. They stated that an impactful factor of increasing resilience is the ability to use others for support. Lastly, the pre and post-course questionnaires included a question that asked if students had dealt with a significant stressor thus far in their lives. 95% of students reported they had experienced a stressful event. If this large of an amount of students have experienced a significant stressor and their college education has hardly begun, it becomes apparent that college students need to be equipped with the tools to deal with those stressors.

In support of creating courses to address difficulties of nursing school not only processing adversities of the past but planning for the future has been improving mental health of nursing students (Wadell, Spalding, Canizares, Navarro, Conell, Jancar, Stinson, & Victor, 2015). The article, “Integrating a career planning and development program into the baccalaureate nursing curriculum” reports on a randomized control trial that used pre and post tests, as well as focus groups and telephone interviews to evaluate the effectiveness of the intervention. The intervention centers around a career planning and development program (CPD) that aims to increase resilience during nursing school in addition to career satisfaction. One of the highlighted activities of this program is an imagination activity where the students are asked to picture a perfect day in their perfect career. They are then asked to reflect on the values embedded in their vision, the areas of personal strengths they would utilize during this day, and the areas they would need to develop for this day. The greatest difference found between the

intervention group and the control group, who did not receive the intervention, was found in self-assessment skills, career planning, and self-efficacy. The intervention group reported a, “higher perceived level of confidence in ability to conduct self-assessment and make career-related decisions” (Wadell, Spalding, Canizares, Navarro, Conell, Jancar, Stinson, & Victor, 2015, page 4). From this program where the average age of students was 24 years old, emerges five themes to support resilience education: internal focus and guidance, being goal oriented, confidence in ability to make career decisions, relevance of the used CPD model to achieve career goals, and the importance of faculty support. The trait of confidence is especially common among the literature researched.

A study that in part aimed to increase the confidence of student nursing in clinical placement showed positive results when a resilience workshop was enacted. The article “Working on nursing students’ resilience”, a level IB type evidence study, sampled 39 third year nursing students in a randomized trial that involved educational workshops on resilience and follow-up support groups (Watson, Monson & Marshall, 2019). The purpose of this study was to test the effectiveness of resilience workshops in order to increase the student nurses’ confidence during their final clinical placement (Watson et al., 2019). This study used evidence-based strategies such as appraisal of stress, emotion-focused versus problem-focused coping, and use of cognitive behavioral therapy to increase optimism and manage stress (Watson et al., 2019). The results found that students who had interventions with the resilience workshop had an increased ability to deal with stress, increased ability to cope and suggested that reframing negative thoughts and responsibilities encouraged coping and resilience (Watson et al., 2019). In

summary, building personal resilience is critical in developing nurses' ability to cope at work and promote a safe and healthy workplace (Watson et al., 2019).

One article showed the lack of resilience education being conducted, the need for stronger interventions along with evidence-based studies conducted to further research resiliency as a whole. “Exploring Resilience in Nursing and Midwifery” samples nursing and midwifery students through a systematic approach collecting quantitative evidence in order to explore the concepts of resilience and hardiness in nursing and midwifery students in educational settings (McGowan & Murray, 2016). The study found that there is weak evidence associated with resilience and resilience education in nursing (McGowan & Murray, 2016). The integrative review searched through multiple scholarly databases and analyzed data with p-values, Z scores, and pre and post-test scores (McGowan & Murray, 2016). The impact of this study on current resilience interventions may indicate that more studies need to be done on resilience to determine quality, statistically significant data (McGowan & Murray, 2016).

An additional article contributes to the need for the implementation of resilience building programs. The article, “Connections between academic burnout, resilience, and psychological well-being in nursing students” collected data from undergraduate nursing students via pre and post tests that includes scales to measure academic burnout, resilience, and psychological well-being. The average age of students in this study is 24 years old. This study was conducted to investigate the rise of academic burnout in nursing students that is partnered with emotional exhaustion. The study reveals that student resilience increases as psychological well-being increases, the more emotional exhaustion present, the worse the well-being, and that resilience does not predict psychological well-being. This sheds light on the need for a resilience program

that equips students with tools that help to build resilience which in turn will increase psychological well-being. The researchers also look at maladaptive coping strategies. Most prominently, “coping strategies of avoidance are an important predictor of emotional exhaustion and cynicism” (Rios-Risquez, García-Izquierdo, Sabuco-Tebar, Carillo-Garcia, & Solano-Ruiz, 2018, page 6). A main conclusion to draw from this study is that resilience promotion and development needs to be initiated during education in order to promote long-term health among nurses.

In attempting to develop the most effective resilience building interventions, one study conducted initial research to survey what can specifically alter the resiliency in nursing students. The article, “Factors associated with nursing students’ resilience: Communication skills course, use of social media, and satisfaction with clinical placement” collected data from 149 second year nursing students and explored the association between student’s personal and intergroup resilience to the utilization of social networking resources, personal and clinical characteristics related to resilience, and the factors that contribute to the student’s placement satisfaction (Sigalit, Sivia & Michal, 2017). This study intervened with a communication skills course and data was collected through open-ended questionnaires administered by someone other than the researcher (Sigalit et al., 2017). The study concluded that there was no correlation between the helpfulness of the communication skills course and the students’ resilience (Sigalit et al., 2017). Significant correlation was found between social media use and resilience (Sigalit et al., 2017). Additionally, the study found that the more students in a clinical group, the less helpful the communication course was, but if friends were present in clinical groups, the communication skills course was more helpful (Sigalit et al., 2017). This study analyzed the clinical instructor’s

knowledge and found availability contributed to students' placement satisfaction and the students that used more social media had higher resilience (Sigalit et al., 2017). In conclusion, the communication skills learned in the course proved helpful for dealing with patient conflict and recognized that social media networking is a beneficial educational and supportive tool (Sigalit et al., 2017). In Taiwan, an alike intervention was proposed to bridge the gap between class and clinical.

The article, "Resilience enhancement among student nursing during clinical practices: A participatory action research study" reports a study conducted in 28 senior nursing students in Taiwan. The study centered around a resilience enhancement project. Rationale for conducting the study included nursing students being under extreme stress during their clinical days as they worried about performance. The participants stated this stress impacted their own physical and mental health thus impacting the quality of care they were providing. The students reported not knowing how to deal with and process challenges. The researchers aimed to augment this problem with the resilience enhancement project. The project included six workshops held during post-clinical time in which a mentor or teacher gave a twenty minute presentation on a core subject and then opened up peer-led discussions. Three themes emerged from these discussions: increase in self exploration, furthering confidence and competence, and construction of resilience (Liang, Wu, Hung, Wang, & Peng, 2019). A major discovery from these themes is a need in student nurses to develop confidence in their clinical skills. Students stated this was often achieved when they could, "bridge the gap between theory classes and clinical practice" (Liang et al., 2019, page 1). Another highlight from this study is giving students the opportunity to discuss their clinical experiences with their peers. This in turn helped the students build

resilience when they could reflect upon and focus on the achievements of the day and the strengths they used to succeed (Liang et al., 2019). These findings are consistent with literature in that it supports the need for social support among nursing students.

Literature Review Conclusion.

In summary, this review compiled many key risk factors for rising burnout rates, high attrition rates, and low job satisfaction for nurses. This review provided insightful tools when investigating the question, in undergraduate nursing students, does a strength-based development program, compared to no intervention, promote resilience during the first semester of nursing school? Key findings for this study include the feeling of being unequipped and the lack of confidence in nurses and students. Remarkable interventions included social support and resilience intervention programs that focused on individual strengths. These interventions were found to be helpful when implemented through workshops or specifically created courses. These findings directly support the need for a specific, in-class resilience intervention focused on strengths-based development to promote resilience in undergraduate nursing students. Positive results have been seen in places where these studies have been done, but they have not been done in a sufficient amount of undergraduate nursing programs and further research is definitely needed.

Chapter 3

Participants

This study involved 14 participants that received IRB clearance. This sample was a random selection of one group of sophomore year nursing students enrolled in the nursing program's required resilience class. These participants ranged in age from 18 years old to 20

years old. 92% of the participants were female, while 8% were male. The inclusion criteria for this study included being enrolled in Point Loma Nazarene University's nursing program and attending the weekly School of Nursing's resilience class. These participants were not selected by convenience, and no participants were purposely excluded. All 14 participants remained in the study throughout the entire duration. No data is missing in this study.

Measures

Qualitative data in this study was collected through individual interviews and Strengths Logs. Quantitative data was collected through the Connor Davidson Resilience scale (CD-RISC). The CD-RISC measures participants' ability to bounce back after stressful events or tragedy (Connor & Davidson, 2003). This scale was given to participants at the beginning and end of their resilience course. This scale is an adequately tested and validated resilience scale that is authorized for use (Connor & Davidson, 2003). More information regarding the CD-RISC scale can be found in Appendix A.

Strengths Logs were distributed to the participants at the start of the resilience course and were used as tools to quantitatively note the frequency certain strengths were used per week. The Strengths Log is further described under the procedures heading.

Individual interviews were conducted at the end of the strengths-based intervention program to evaluate how well the interventions influenced the participants and whether they feel better equipped to take on life adversities. Ten questions were asked of four voluntary participants. The full interviews can be referred to in Appendix B.

Research Design

This study included a mixed-method research design using both quantitative and qualitative data. The quantitative design was of quasi-experimental nature. The main focus of this design was to test for the effect of strength-based interventions on the resilience of sophomore nursing majors at a four year university.

A possible threat to internal validity is participant selection. Participants were free to engage in activities which included reporting personal data. This component of the study gave vital insight to the strength of interventions. However, this could be a threat to validity because students that are likely to engage in sharing vulnerable stories are also more likely to volunteer to be interviewed. The main threat to external validity is the nature of the study. The interventions were built into a broader program that included other focuses besides strength-based development, such as mindfulness, meditation, and journaling. Students learned some of these skills before engaging in the strength-based interventions so they may have been influenced by prior experiences.

The qualitative design of the study was of narrative research approach. This approach includes exploring stories of individuals' experiences and studying a group of individuals to develop a narrative of shared, common theme (Creswell, 2007).

In order to measure the potential increase in resilience in sophomore nursing majors, the independent variable was strength-based resilience interventions. The interventions are described at length in the procedures section. The dependent variables being measured included the ability to overcome adversities, propensity for peer support, and feeling of self-efficacy.

Procedures

To commence the study, a pre-test was given using the Connor Davidson Resilience scale (CD-RISC). The survey was given to all 14 participants before the first intervention and then again at the end of the semester when the resilience-building course was over. The rate of return was 100%. While the resilience course that took place once a week lasted a semester (four months), the strengths-based interventions were implemented during the second month. The interventions took place over the course of three sessions. During the first session, the instructor for the course provided education on the background and purpose of focusing on one's strengths. A highlight of this education, and a guiding theme for this study, is the idea of building and developing strengths in order to overcome daily adversities.

In this session the instructor also introduced the Strengths Log tool which was used for additional data collection. The Strengths Log was a pre-made chart that had a column for the student to note their Gallup identified strength and another column in which they described the situation they utilized this specific strength. Students were encouraged to reflect upon their days throughout the week and draw on situations in which they were able to use their unique strengths. The Strengths Log is provided in Appendix C.

During the second session two main interventions were implemented. The first included the researchers instructing participants to write their names on a piece of paper in whatever way they chose, with their dominant hand. The participants were then encouraged to discuss how this felt, both physically and mentally. After a group discussion, the participants were then led in writing their names again, this time with their non-dominant hand. The participants were then asked a series of questions including, "How did this feel?", "Did it take longer than with your dominant hand?", "Would you take the time to improve this skill of writing with your

non-dominant hand?”. Following an open discussion, the researchers and class instructor provided feedback that encouraged participants to consider that writing with a non-dominant hand often feels like wasting time on an irrelevant weakness.

After the writing intervention, researchers led the students through an activity that facilitated self-reflection and peer-interaction. Participants were instructed to close their eyes and picture a perfect day in their future nursing career. Researchers walked the students through attempting to see the type of unit they would be on, the types of patients they would be taking care of, and the colleagues with whom they would be working. Participants were then asked to picture themselves throughout the shift that day, completing tasks and treating patients. The participants were then instructed to open their eyes. Researchers then encouraged students to discuss the reflections each participant had for their “perfect” day. Participants were led to share the strengths they noticed they would likely use in their practice that day, the strengths they noticed they would like to further develop to make the day even more productive, and how using those strengths left them feeling. The participants then engaged in peer-to-peer interaction in sharing their experiences. Data from this discussion will be discussed in the results section.

The final session included an intervention in which a variety of four by six sized pictures were laid out on a table. The pictures ranged from city lights, to balloons, to people on a street, to nature (see Appendix D). Participants were instructed to choose any photo that interested them and sit and look at it. After a few minutes, students were then asked to share why they had chosen their specific picture. Next, participants were encouraged to voice how they saw themselves in each of their pictures, describe the unique qualities within each of them, and how it fit into the unique picture they had chosen. This led to a discussion of how each participant had

different strengths and talents they would utilize in the setting of their picture and how their own individual strengths led them to choose the picture in the first place. Participants were encouraged to keep these strengths in mind during their daily lives as they progress through different settings.

Three weeks after the final session of interventions took place, individual interviews were conducted with four of the participants. The participants were self elected and were kept anonymous throughout the interview process. The participants were interviewed with a handheld recorder in a private study room in Point Loma Nazarene Ryan Library. The transcription is provided in Appendix B.

Data Analysis

The primary research question for this study is: in first year nursing school students, does a strength-based development program promote resilience during the first semester of nursing school? In addressing resilience in undergraduate nursing students, several hypotheses have been made in hopes of increasing the ability to overcome adversity and adapt to future difficult situations in an educational setting and eventually the healthcare profession. The primary hypothesis holds that first year nursing students enrolled in a strength-based development program will increase resilience. The second hypothesis of this study predicts that within a resilience development program, students who engage in peer-to-peer interactions with senior students will report an increase in social support. The final hypothesis states that strength-based interventions, compared to other resilience building interventions, will increase self-efficacy and confidence among first year nursing students.

Chapter 4

Interviews

After the in-class strength-based development activities were implemented, four in-person interviews were conducted with volunteer students from the class. The researchers asked questions regarding the students' abilities to cope with future adversities, how the students felt the Strengths Log impacted them, how the students were impacted by in-class discussions, and what skills they took away after the program. The interview data can be noted further in Appendix B.

The key themes identified in the post-program interviews included increased feelings of self-awareness, mindfulness, feeling well-equipped to cope with future nursing school adversities, being more encouraged to share one's own experiences with peers, and increased awareness in using one's own strengths. Three out of the four students noted that recording the use of their strengths on the Strengths Log instilled self-awareness and reflection. All of the students felt that identifying their strengths would help them deal with future nursing school adversities by being more cognizant of their individual strengths and putting them into action.

Strengths Log

Throughout the resilience program, students were given weekly assignments that encouraged them to reflect and process their daily lives. One of these assignments was the Strengths Log, where students were to note which of their strengths they used throughout the day and in what way. This activity encouraged self-reflection and development of strengths as

students were able to look back on their actions throughout the week and semester and see their growth. Seven random logs were chosen for data analysis. The Strengths Log can be found in Appendix C.

Four main themes emerged from the weekly Strengths Log that were randomly chosen for analysis. First, increased confidence in academic work and personal academic capacity. Students noted they felt proud when they were able to focus on school and clinical work and achieve the goals they set for themselves. Another theme is decreased stress which in turn was seen to increase rest. Many students noted that when they were mindful and used strengths such as harmony and restoration they felt at peace with the stress of their daily life. This demonstrates the ability to mediate the stressors of daily nursing school and combat academic anxiety.

An additional theme throughout the Strengths Logs is the positive effect of peer to peer interaction. Numerous times students spoke to how helpful it was to lean on others throughout their weeks. Students utilized strengths like empathy, connectedness, and winning others over (WOO) and reported communicating and spending time with others helped them to decrease stress and feel supported. Lastly, the ability to recognize and focus on strengths was common throughout students' logs. Students reported that as they reflected on their weeks, they began to look for their own strengths and rely on the positive things they could do instead of focusing on what they could not control or what was negatively affecting them. The main strength of positivity was noted as students found joy in their surroundings and chose to develop their identified strengths. A qualitative chart of the summarized findings can be further referred to in Appendix E.

CD-RISC

The quantitative data measured by the CD-RISC showed an increase in resilience and a decreased in perceived stress. Further, participants had a mean CD-RISC score of 2.9 before the intervention and a score of 3.2 post-intervention. Additional data can be found in Appendix A.

Chapter 5

Discussion

This study sought to explore the different effects of strength-based interventions to increase resilience in sophomore baccalaureate nursing students. These interventions included several activities; one where students matched a strength of theirs to an image and reflected on how this made them feel. A second activity involved students imagining how they would use their strengths in a perfect day compared to a bad day. Lastly, students tested uncomfortability by writing with their dominant and non-dominant hand. Through data collection tools of individual interviews and a weekly Strengths Log, five main themes emerged. Findings showed an increase in mindfulness, increase in self-awareness and decrease in stress. Additionally, findings showed positive effects of peer to peer interaction and increased confidence in academic work that led students feeling well-equipped to deal with nursing school adversities. The limitations of this study include a small sample size, voluntary participation in interviews, and that this program was implemented concurrently with a resilience course.

The main research question this study aims to answer is: in first year nursing school students, does the implementation of a strength-based development program promote resilience during the first semester of nursing school? This study concluded that this implementation does

promote skills of resilience such as mindfulness, self-awareness, and increased ability to cope with adversities. The second hypothesis of this study asks if a resilience development program will increase peer-to-peer support and if students will report an increase in overall social support. This study concluded that a resilience program does increase students' social support network and promotes positive peer-to-peer interaction. The final hypothesis states that strength-based interventions, compared to other nursing school interventions, will increase self-efficacy and confidence among first year nursing students. This hypothesis was supported as the majority of participants reported increased confidence and feelings of self-efficacy.

Recommendations for future practice include utilizing a larger sample size and researching further strength-based development programs in nursing students in the United States. Secondly, it is recommended that a strength-based resilience program be implemented early on in one's nursing education to best equip students for a healthy nursing career. Ultimately, this study concluded that a strength-based intervention program in sophomore year baccalaureate nursing students prepared students with the skills to handle adversities associated with the demanding nature of the nursing profession.

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Appendix A

Connor-Davidson Resilience Scale

Item no.	Description
1	Able to adapt to change
2	Close and secure relationships
3	Sometimes fate or God can help
4	Can deal with whatever comes
5	Past success gives confidence for new challenge
6	See the humorous side of things
7	Coping with stress strengthens
8	Tend to bounce back after illness or hardship
9	Things happen for a reason
10	Best effort no matter what
11	You can achieve your goals
12	When things look hopeless, I don't give up
13	Know where to turn for help
14	Under pressure, focus and think clearly
15	Prefer to take the lead in problem solving
16	Not easily discouraged by failure
17	Think of self as strong person
18	Make unpopular or difficult decisions
19	Can handle unpleasant feelings
20	Have to act on a hunch
21	Strong sense of purpose
22	In control of your life
23	I like challenges
24	You work to attain your goals
25	Pride in your achievements

Connor Davidson Resilience Data

	Mean	SD	t	2-tailed p	1-tailed p
Connor-Davidson Resilience Pre Intervention	2.9	0.48	-2.4	0.030	0.015
Connor-Davidson Resilience Post Intervention	3.2	0.56			
Perceived Stress Scale Pre Intervention	2.3	0.56	1.0	0.316	0.158
Perceived Stress Scale Post Intervention	2.1	0.49			

Appendix B

Interview Transcript

Interview #1I: The first question we have for you is, did you find you used your strengths 0 times a week, 1-3 times a week, 4-5 times a week, or more than 5 times a week?

S: **Probably like 1-3 times a week that I would actually be able to notice and actually think about.**

I: Cool. How have you noticed that the strengths log that you kept helped you recognize your strengths more than if you weren't doing the strengths log?

S: **I feel like just reflection mostly because you go through everyday and you do your thing and you have certain things that you normally do in a routine but going through and thinking about that you're going to have a write a log about it at the end of the week kind of serves as a little reminder to go out of your way to either work on something or notice something extra if you go out of your way to do it as like a little reminder kind of.**

I: Mhm. Awesome. So going off of that, what aspect of the strengths log was most helpful for you?

S: **Ummm. I think probably just relating it to specific life examples that you actually did rather than having it be a hypothetical thing like, "Oh I could have used it in this way" but having to actually relate it something that was actually tangible that you did in real life.**

I: Mhm. Do you remember a specific time that you actually used one of those strengths and remembered to write it down?

S: Yes actually. There was one, I can't particularly remember the exact strength. Oh I think it was harmony or something with communication; my goal that I was planning on doing was to meet a random person. I was planning on it just being a stranger just like someone and listen to their story. Or maybe it was empathy. And just listen to their story and just really empathize with them and make them feel heard in what they were dealing with. And that was like my goal. And later that week I ended up talking to this girl who was in my pod that I had never talked to before. And rather than just having, we were talking in the bathroom, and rather than just having this short conversation, I ended up just saying, "Why don't you come in my room and chat", because my roommates weren't there and we ended up having this huge talk and she opened up about how sick her dad is and how she goes home every weekend to go visit him and he has this like, they don't know what's wrong with him, but he has this muscular degenerative disease. But totally had this super deep talk and I was able to like, I had never experienced anything like that. But I was able to like give her advice and encouragement and everything and it was literally exactly what I had wanted to do and it totally just worked out that way. But that was really cool and getting to write that down felt good.

I: Yeah, that's awesome. So the next question is, regarding how this helps you deal with future nursing school adversities. So do you feel that you are 1, not well equipped, 2 somewhat equipped, or 3 well equipped to deal with future nursing school adversities?

S: Like because of the class?

I: Yes

S: **I feel like yeah, it definitely helped a lot to be put in a community with people that are all going through the same thing and going through the same program you are, all having the same exact struggles you are. And then we did a lot of just at the end of it, reflection and do like a writing thing where we all say something we are stressed out about, most of the time it's a nursing test or quiz or bad grade. And then you go share that and then everyone who wants to can voice, basically their support for you and how they've gotten through something like that and I think that, like the specificness of it, like that we are in the same grade, same program, same everything, has been so huge because I was dealing with this super stressful thing that like was going on throughout this year and I remember specifically people being like, "you are so strong getting through that". I remember the specific people saying it and the way they said it and it sounds so cheesy but it literally still keeps me going when I'm dealing with it now because just having people...I don't know it's like a little support group almost that everyone totally gets it because we are all going through the same thing. I feel like that was huge for getting through adversity.**

I: Yeah, big time. So how do you feel like your strengths specifically are going to help you with those nursing school and nursing career adversities?

S: **So my biggest one was empathy. And I feel like that was just a huge one because no matter how stressful it gets, or how late we are up doing preclinical paperwork, or what grade I got on the last nursing test, going into clinicals and actually connecting with patients and having them open up with what they are dealing with and me being a person that can potentially help and just be someone to listen, that so fuels me and keeps me going and so knowing that that is ultimately the purpose of what I'm doing and that is my main strength. I feel like no matter how hard it gets, that is why I'm doing this and why I want to do it and so that is what's pushing me.**

I: So far what aspect of the resilience class has had the biggest effect on your life?

S: **Definitely the just one thing book. I love that book so much. It has been so huge and it's so weird, sometimes I'll just flip to a random page and it has so perfectly lined up with some many things that I've been dealing with in the past year. And I think that it's so cool that it's not necessarily a Christian view, it applies to everyone. And I have been kind of questioning my faith a lot this year and everything and it's kinda nice to have an outlet to explore everything you're dealing with. It's just Christian cause that's what you're getting every single day here. So to have kind of another perspective that isn't necessarily related to religion at all, it's just self-care, you don't even have to put that into it, this is just things that everyone is dealing with; flat playing field, everyone is on the same page, everyone has**

to work on patience, everyone has to work on self love, everyone has to work on gratitude, and it touches on all those things in a way that is super easy to relate to and I personally have gotten so much out of it. Even when it's not in the assigned reading I have studied that and gone through and highlighted that. I've put a little thing on my instagram story; like I love that book so much so that has definitely been the biggest thing.

I: That's so good to hear. So, this is another rating question. Do you feel that the class and interventions have encouraged you to 1, not at all share your own experiences, 2, somewhat encouraged you to share your own experiences, or 3, really encouraged you to share your own experiences?

S: I would three for sure. I think it has to do with the fact that my class specifically is so open and everyone has been really good about telling their stuff but I wasn't... I went through like a super hard thing last year that I went into the class knowing I wanted to work through on my own but had no intention of telling anyone about. And I...I think it was two weeks ago, I ended up sharing with the entire group, which I originally had no intention of doing, and that was the thing that everyone was so encouraging to me and built me up so much for, which was huge. So I think definitely three for that.

I: Cool. So kind of going off of that, how do you feel like it was beneficial to hear from your classmates about their similar situations? So when you're all talking about your experiences in nursing school, how do you think it was beneficial to hear from your classmates?

S: I think just to know that you're not alone. Just knowing mostly that I'm not the only one that bombed a quiz or is feeling this way because I bombed a quiz. Everyone can overreact, but everyone sharing that can help bring you back down and help you realize it's not the end of the world. And everyone also not only shares their similar experiences but also what they got out of it and learned from it so then you can kind of piggyback on that and take whatever they learned from it too, or share what you learned from it to help someone else.

I: Mhm. Did you feel 1, not at all, 2 somewhat, or 3 very encouraged to engage in resilience activities with your senior peers? So basically, when Alexa and I came to your class, do you feel like that changed the dynamic at all and how did that affect you?

S: I think it was super cool because I think seeing...it's always nice to see people that made it through alive, and are on the other end of things and still have a passion for nursing and still love what they are doing. And so I think it was cool, because we see you (Taylor) at skills lab so it's like a familiar face. So yeah, I think it's encouraging to see people that are higher up in the process encouraging us to move forward.

I: Okay, the last question that we have for you focuses on the strengths-based interventions as a whole and is what aspect of the strengths-focused interventions helped you the most?

S: I liked the picture one that we stayed after for. I remember I picked the woods one and it was the trees and reminded me a lot of home and that kind of brought me back to my main self and so relating my strengths... because I feel like I've changed a lot in the past two years being here but it was cool to relate; and I feel like everyone picked something that

was close to home for them, I know my roommates did. So, relating the strengths I have to that person that I know and that I'm familiar with instead of this crazy stuff that has all been changing and you feel kind of out of whack but you're like, "okay, this is who I am, this is who I grew up being, this picture resembles that, and these are the strengths that I can continue to use as constant thing, when everything else is changing and up in the air". So, that was my favorite one.

Interview #2:

I: Our first question is, did you find so far this semester from using the strengths log, you used your strengths 0 times a week, 1-3 times a week, 4-5 times a week, or more than 5 times a week?

S: I would say, since the activities and assignments outside the class required you to think about it, maybe 4-5 times a week

I: Awesome. How have you noticed using the strengths log helped you recognize your strengths more than without the strengths log?

S: The strengths log, to be completely honest, I did the night before because I would completely forget about it. But it was also helpful to think about my week and look back on it. Like it wasn't completely useless like it still was a reflective thing. But, it did feel kind of like busy work to me.

I: So you kind of started addressing our next question, from using the strengths log, from what you did do of it, what aspect do you think was most helpful?

S: I think that it was structured so that was nice. It kind of reminds me of the activity log in PE that I have to do also. But I liked that it was structured so it made you slow down and reflect on your week instead of going really really fast.

I: Definitely. So the next question is, do you feel you are: 1, not well equipped, 2, somewhat equipped, or 3, well equipped to deal with future nursing school adversities?

S: I would say 3.

I: Okay, so how do you feel your strengths will help you in the future for those nursing school adversities that you are going to face?

S: Probably being able to separate school from life and also being able to know my limits as well as be able to push myself. And not stress out about grades as numbers.

I: Great. So far, what aspect of your resilience class has had the biggest impact on your life?

S: I think the discussions, where people read what they have written. Because people really get into that and everyone is super...I don't know, it just becomes a good discussion. It's not awkward, it's fun but also it's a good growing experience to learn from everybody else and their hardships.

I: Totally, so do you feel that this class, meaning our resilience class, and the interventions encouraged you to: 1, not at all share your experiences, 2 somewhat encouraged you to share your experiences, or 3 really encouraged you to share your experiences?

S: I'd say 2-3. Most 3. Because everyone's so open, so that makes you feel more comfortable being open.

I: Definitely. Did you feel: 1 not at all, 2 somewhat, or 3 very encouraged to engage in resilience activities with your senior peers, meaning us? So this question focuses more on the peer to peer interaction.

S: I'd say 3.

I: Awesome. And then, from the class discussions, do you feel it was beneficial to hear from your classmates about their similar experiences?

S: Mhm, yeah. I think we've all gotten a lot closer as a group too. And I think that it depends on who, isn't it randomly selected everybody that is in those classes?

I: Yes.

S: Okay, yeah. I think we ended up getting a good group who was all really comfortable sharing.

I: Awesome, so our last question is, which aspect of the strengths-focused intervention benefitted you the most?

S: I really liked the picture one, where we picked all the pictures because it was different from anything I've ever done and I think I'm a visual learner. So being able to interpret just a random picture and think how does this apply to my strengths, that was just really cool. And ever since then I've kind of thought about whenever I'm stressed out about something, I'll try and look at it from a birds eye view, kind of like the picture was. So it definitely had an impact on my resilience I think.

I: That's amazing. Would you say that has helped you in daily life?

S: Yes definitely.

Interview #3:

I: Ok so the first question is asked out so it's did you find that you used your strengths 0 times a week, 1 to 3 times a week, 4 to 5 times a week, for 5 or more times a week?

S: Umm...I feel like I use them in different ways each day, so probably like 5 or more times a week. But just like little things I would say. So like finding kind of the strengths that we talked about, like I've seen those just pop up throughout the day. And like looking back when we had our strengths log and, "how did you use the strength today", like I could definitely find something from each day, if not more than one.

I: So, going off of that, how have you noticed by using the strength log helped you recognize those strengths rather than if you weren't using it at all?

S: I would say I definitely became more aware of remembering what my strengths are and seeing how that impacts like different conversations I have with other people, or like prioritizing what I'm doing, and I would say that's been a big one of like being more aware of remembering what my strengths are, just because it's kind of one of those things that

like after freshman year you put in the back of your mind, but now I'm like I can remember what they are.

I: I What aspect of the strengths log was most helpful for you?

S: I liked the mindfulness practice a lot and like writing down what we did. I really like the just one thing book that we read, and like our story honestly, but like I think that was a good part of it, and that was more on the reflection part of it, but on the strengths log we wrote, "how did we be mindful about this today" and I liked that a lot.

I: Very cool. So another ranking question, do you feel that you are 1), not well-equipped 2), somewhat equipped or 3), well equipped to cope with the nursing school adversities that you're going to face? So far this semester how equipped do you feel?

S: I would say a three. Like I am ready and well equipped.

I: Okay, awesome. How do you feel your strengths will help you deal with future nursing school adversities?

S: I feel like they'll help me to some extent, but I feel like past experiences, more so, are like what have built up my resilience skills. But now, I think I'm more aware of how my life and my strengths play a role in that, and like building those skills.

I: Definitely. So far, what aspect of the resilience classes had the biggest impact on our impact on your life?

S: I really like the writing part and then like the sharing about it. I know some classes don't like where you say something about someone else's stuff that they shared, but I really liked that because I think it helped my class to become a lot closer with each other, and there's a lot of people in there like I would not have been friends with outside of this. But when I see them around campus it's fun to know them a little bit more. I think that's been helpful and kind of building comradery within our class.

I: Yeah. So do you feel that this class and the interventions encouraged you to 1) not at all share your own experiences, 2) somewhat share your own experiences, or 3) really encouraged you to share your own experiences?

S: I would say a 3 for sure. It just builds a level of trust within our nursing class and I think that it was hard freshman year having so much competition within us. But now it's like, "Oh we can take a deep breath and trust each other", and talk about the hard things, and talk about life outside of nursing, and get to know each other's families a little bit.

I: Working off of that question, how do you believe it was beneficial to hear from your classmates about similar experiences that you were going through?

S: I think it's one of those things that's like people are always like, "other people are feeling that too". Like if one person in the room has a question, twenty people have a question. It just kind of confirms that we are all feeling the same emotions and that we can be frustrated about this, but moving forward, we obviously have to deal with this somehow. And having people to be like, "wow that's really a bummer", or "yeah this situation really

sucks”, or “let’s move on and let’s deal with it” all together instead of on your own has been really helpful.

I: So, did you feel 1) not at all, 2) somewhat, or 3) very encouraged to engage in resilience activities with your senior peers. So that would be when Taylor and I came to your class.

S: I would say a 3 for that one as well. I don’t know, it’s just encouraging to hear that “oh it does get better” or “oh we will make it through and we will become nurses” and life isn’t all just school and it’s nice to have a life outside of school and like you can see kind of the end goal.

I: Okay, and my last question for you is which aspect of the strengths-based interventions that Alexa and I did with you guys for those two class periods benefited you the most?

S: I’m trying to think of what we did...

I: So a couple examples...we did the one where we put out all of the photos and had you pick up one that was meaningful to you, we had you write with your dominant and nondominant hand and talked with you through that...we had you picture a perfect day versus a bad day and what strengths played into that.

S: The handwriting one I thought was interesting, just because, I assume as we get older we’ll get better at that, and my left hand one was not very good. So that was interesting. It’s kind of like a different perspective on things. Um, I also think looking at a good day versus a bad day and our strengths played into those. It’s easy looking on the outside and thinking, “Oh, this strength is on the good days of this one, and this one is on the bad days”. But when it actually comes to those days, I think trying to remember what we have talked about and remembering what strengths we actually used and trying to apply those realistically, rather than just talking about those is a big one

I: Is there a strength you found yourself applying or noticing as a common theme?

S: Two that kind of go together that I’ve noticed this year are includer and woo. I’m a very relational person, so I’ve found that when I’m frustrated with school I need to just go spend time with friends or like take time and call my parents or my sisters and to have that connection with people in both good and bad situations has helped in building friendships..

Interview #4:

I: So did you find as the semester went on, you used your strengths 0 times a week, 1 to 3 times a week, 4 to 5 times a week, for 5 or more times a week?

S: I would say, wait do you mean like in terms of like conscious like realizing of like I am using the strength?

I: Mhmm

S: I would say probably around 4-5 times a week. Because the more we talked about it, the more those words really floating around in my head so that when I was doing something, I was like, “Oh yeah, that can be categorized under that” and that type of thing

I: So how have you noticed that your strengths log helped you recognize your strength more than without the strengths log?

S: I think that the strengths log is probably what helped me realize remember what strengths I was using. I didn't log every day, which is why I wouldn't say more than 5 times, because I didn't do it every day and sometimes had to play catch up and do it on other days. When I did take the time to sit down and write down my strengths and how I used them, it helped me become more cognizant of when I used them.

I: So when you did take the time to sit down and log in your strengths log, what part of that was most helpful for you?

S: Probably when we wrote about it and we elaborated, like we said what strength we used, and then like when, and so just being able to write down like oh yeah I used communication by Facetiming three friends from home and seeing how they were doing and stuff.

I: Awesome. So this is a rating question, do you feel that you are 1), not well-equipped 2), somewhat equipped or 3), well equipped to cope with nursing school adversities so far this semester?

S: I would say probably, well-equipped, yeah.

I: Awesome. So how do you feel the strengths you developed will help you deal with future nursing school adversities and nursing career adversities?

S: I would say that just being able to have cognizant awareness of like “things are things I'm good at”, so not feeling the pressure to be excellent at things I'm not great at. So when problems come up, it's like okay, what am I good at, how can I fix this problem using my skill set in ways that I know I can tackle this problem. Versus ruminating on reasons why I maybe couldn't and that type of thing. So maybe just being able to approach problems with, “What is my skill set, what am I good at”, and how can I use that to overcome adversity?

I: Definitely. So far, what aspect of your resilience class has had the best impact on your life?

S: Probably say one of the biggest parts was just being able to be in that setting with other classmates. So not only being able to think about and write about my own experiences and strengths, but hearing the testimonies of all my classmates. Because I think being in a setting where you are all mutually sharing your insecurities or fears or experiences with the same type of adversity we are all experiencing is really reassuring. It provides a network to fall on your classmates and to be inspired and learn from them. And I think that's really fortifying and motivating.

I: Do you feel that this class and the interventions encouraged you to 1) not at all share your own experiences, 2) somewhat share your own experiences, or 3) really encouraged you to share your own experiences?

S: I would say a 3. It definitely encouraged me to share my experiences. Yeah.

I: So this next question goes off of that one, how do you believe it was beneficial to hear from your classmates about their similar experiences?

S: Again, just in the way that recognizing that things that I'm struggling with are kind of the same for other people. That's relieving because you don't feel alone in your struggles, you don't feel dumb like you're the only person who thought that quiz was really hard or that this is really stressful or not as manageable as you thought it would be. So being able to be reaffirmed and being like, "no, it's pretty much everyone, you're not in this alone". And being able to be mutually encouraged and learning from them by like, "here's how you can do this better; let's work on this together" type thing.

I: Did you feel 1) not at all, 2) somewhat, or 3) very encouraged to engage in resilience activities with your senior peers. Meaning us.

S: Oh 3! Very encouraged, it was fun! Like being able to do stuff with you guys, and even being able to help you with this.

I: Well thank you. The final question is which strengths-based interventions that Taylor and I did with you guys for those two class periods benefited you the most?

S: Those kind of all blend together, could you guys give examples of the really specific things that we did?

I: Mhmm, so we did a picture-focused exercise where you picked one picture that was meaningful to you, we sat in on one of the writing exercises where we wrote about a stressful time and did a brain map on it. And then when we had you picture a perfect day and a stressful situation and the strengths that you think you would utilize.

S: I would say that probably the perfect day and the stressful situation exercise we did. Like being able to literally simulate a stressful situation, that may or may not be likely something we will experience in the nursing program at some point, and being able to come up with a game plan, because most of the time we just panic and try to figure it out as we go, which is natural, but being able to plan, "okay, acknowledge your strengths to overcome adversity that you're anticipating now"

I: Okay, awesome.

Appendix C

Blank Strengths Log

Name: _____ Week: 4 5 6 7 8 9 10 11 12 (circle one)

Date	Mindfulness Practice	Observing Strengths
Monday		<p style="text-align: center;">1. Strength noticed</p> <p style="text-align: center;">2. Describe how you used that strength</p>
Tuesday		<p style="text-align: center;">1. Strength noticed</p> <p style="text-align: center;">2. Describe how you used that strength</p>
Wednesday		<p style="text-align: center;">1. Strength noticed</p> <p style="text-align: center;">2. Describe how you used that strength</p>
Thursday		<p style="text-align: center;">1. Strength noticed</p> <p style="text-align: center;">2. Describe how you used that strength</p>
Friday		<p style="text-align: center;">1. Strength noticed</p> <p style="text-align: center;">2. Describe how you used that strength</p>
Saturday		<p style="text-align: center;">1. Strength noticed</p> <p style="text-align: center;">2. Describe how you used that strength</p>
Sunday		<p style="text-align: center;">1. Strength noticed</p> <p style="text-align: center;">2. Describe how you used that strength</p>

Appendix E

Qualitative Data Chart

Interviews

QUESTION	INTERVIEW A	INTERVIEW B	INTERVIEW C	INTERVIEW D	NOTES
Did you find you used your strengths 0 times a week, 1-3 times a week, 4-5 times a week, or more than 5 times a week?	I feel like I use them in different ways each day, so probably like 5 or more times a week. But just like little things I would say. So like finding kind of the strengths that we talked about, like I've seen those just pop up throughout the day. And like looking back when we had our strengths log and, "how did you use the strength today", like I could definitely find something from each day, if not more than one.	I would say probably around 4-5 times a week. Because the more we talked about it, the more those words really floating around in my head so that when I was doing something, I was like, "Oh yeah, that can be categorized under that" and that type of thing	Probably like 1-3 times a week that I would actually be able to notice and actually think about.	I would say, since the activities and assignments outside the class required you to think about it, maybe 4-5 times a week	<p>__ = 1-3 times a week</p> <p>__ = 4-5 times a week</p> <p>__ = 5 or more times a week</p>
How have you noticed that using the Strengths Log helped you recognize your strengths more than without the Strengths Log?	I would say I definitely became more aware of remembering what my strengths are and seeing how that impacts like different conversations I have with other people, or	I think that the strengths log is probably what helped me realize what strengths I was using. I didn't log every day, which is why I wouldn't say more than 5 times, because I didn't do it	I feel like just reflection mostly because you go through everyday and you do your thing and you have certain things that you normally do in a routine but going	The strengths log, to be completely honest, I did the night before because I would completely forget about it. But it was also helpful to think about my	<p>__ = self-awareness</p> <p>__ = acknowledgement and reflection of strengths</p> <p>__ = busy work</p>

	<p>like prioritizing what I'm doing, and I would say that's been a big one of like being more aware of remembering what my strengths are, just because it's kind of one of those things that like after freshman year you put in the back of your mind, but now I'm like I can remember what they are.</p>	<p>every day and sometimes had to play catch up and do it on other days. When I did take the time to sit down and write down my strengths and how I used them, it helped me become more cognizant of when I used them.</p>	<p>through and thinking about that you're going to have a write a log about it at the end of the week kind of serves as a little reminder to go out of your way to either work on something or notice something extra if you go out of your way to do it as like a little reminder kind of.</p>	<p>week and look back on it. Like it wasn't completely useless like it still was a reflective thing. But, it did feel kind of like busy work to me.</p>	
<p>What aspect of the Strengths Log was most helpful for you?</p>	<p>I liked the mindfulness practice a lot and like writing down what we did. I really like the just one thing book that we read, and like our story honestly, but like I think that was a good part of it, and that was more on the reflection part of it, but on the strengths log we wrote, "how did we be mindful about this today" and I liked that a lot.</p>	<p>Probably when we wrote about it and we elaborated, like we said what strength we used, and then like when, and so just being able to write down like oh yeah I used communication by Facetiming three friends from home and seeing how they were doing and stuff.</p>	<p>Ummm. I think probably just relating it to specific life examples that you actually did rather than having it be a hypothetical thing like, "Oh I could have used it in this way" but having to actually relate it something that was actually tangible that you did in real life.</p>	<p>I think that it was structured so that was nice. It kind of reminds me of the activity log in PE that I have to do also. But I liked that it was structured so it made you slow down and reflect on your week instead of going really really fast.</p>	<p>__ = mindfulness __ = Just One Thing book __ = acknowledging use of strengths in life __ = structure</p>
<p>Do you feel that you are (1) not-well equipped, (2)</p>	<p>I would say a three. Like I am ready and well equipped.</p>	<p>I would say probably, well-equipped, yeah.</p>	<p>I feel like yeah, it definitely helped a lot to be put in a community</p>	<p>I would say 3.</p>	<p>__ = (3) well-equipped to cope with future nursing</p>

<p>somewhat equipped or (3) well-equipped to cope with future nursing school adversities so far this semester?</p>		<p>with people that are all going through the same thing and going through the same program you are, all having the same exact struggles you are. And then we did a lot of just at the end of it, reflection and do like a writing thing were we all say something we are stressed out about, most of the time it's a nursing test or quiz or bad grade. And then you go share that and then everyone who wants to can voice, basically their support for you and how they've gotten through something like that and I think that, like the specificness of it, like that we are in the same grade, same program, same everything, has been so huge because I was dealing with this super stressful</p>	<p>school adversities</p>
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			<p>thing that like was going on throughout this year and I remember specifically people being like, “you are so strong getting through that”. I remember the specific people saying it and the way they said it and it sounds so cheesy but it literally still keeps me going when I’m dealing with it now because just having people...I don’t know it’s like a little support group almost that everyone totally gets it because we are all going through the same thing. I feel like that was huge for getting through adversity.</p>		
<p>How do you feel your strengths will help you deal with future nursing school adversities?</p>	<p>I feel like they’ll help me to some extent, but I feel like past experiences, more so, are like what have built up my resilience skills.</p>	<p>I would say that just being able to have cognizant awareness of like “things are things I’m good at”, so not feeling the pressure to be</p>	<p>So my biggest one was empathy. And I feel like that was just a huge one because no matter how stressful it gets,</p>	<p>Probably being able to separate school from life and also being able to know my limits as well as be able to push</p>	<p>___ = more cognizant ___ = create academic and outside life boundaries</p>

	<p>But now, I think I'm more aware of how my life my strengths play a role in that, and like building those skills.</p>	<p>excellent at things I'm not great at. So when problems come up, it's like okay, what am I good at, how can I fix this problem using my skill set in ways that I know I can tackle this problem. Versus ruminating on reasons why I maybe couldn't and that type of thing. So maybe just being able to approach problems with, "What is my skill set, what am I good at", and how can I use that to overcome adversity?</p>	<p>or how late we are up doing preclinical paperwork, or what grade I got on the last nursing test, going into clinicals and actually connecting with patients and having them open up with what they are dealing with and me being a person that can potentially help and just be someone to listen, that so fuels me and keeps me going and so knowing that that is ultimately the purpose of what I'm doing and that is my main strength. I feel like no matter how hard it gets, that is why I'm doing this and why I want to do it and so that is what's pushing me.</p>	<p>myself. And not stress out about grades as numbers.</p>	<p>__ = problem-solving</p>
<p>So far, what aspect of your</p>	<p>I really like the writing part and then</p>	<p>Probably say one of the biggest parts was</p>	<p>Definitely the just one thing book. I</p>	<p>I think the discussions,</p>	<p>__ =Group sharing</p>

<p>resilience class has had the biggest impact on your life?</p>	<p>like the sharing about it. I know some classes don't do like where you say something about someone else's stuff that they shared, but I really liked that because I think it helped my class to become a lot closer with each other, and there's a lot of people in there like I would not have been friends with outside of this. But when I see them around campus it's fun to know them a little bit more. I think that's been helpful and kind of building comradery within our class.</p>	<p>just being able to be in that setting with other classmates. So not only being able to think about and write about on my own experiences and strengths, but hearing the testimonies of all my classmates. Because I think being in a setting where you are all mutually sharing your insecurities or fears or experiences with the same type of adversity we are all experiencing is really reassuring. It provides a network to fall on your classmates and to be inspired and learn from them. And I think that's really fortifying and motivating.</p>	<p><i>love that book</i> so much. It has been so huge and it's so weird, sometimes I'll just flip to a random page and it has so perfectly lined up with some many things that I've been dealing with in the past year. And I think that it's so cool that, it's not necessarily a Christian view, it applies to everyone. And I have been kind of questioning my faith a lot this year and everything and it's kinda nice to have an outlet to explore everything you're dealing with that it's just Christian cause that's what you're getting every single day here. So to have kind of another perspective that isn't necessarily related to religion at all, it's just self-care, you don't even have</p>	<p>where people read what they have written. Because people really get into that and everyone is super...I don't know, it just becomes a good discussion. It's not awkward, it's fun but also it's a good growing experience to learn from everybody else and their hardships.</p>	<p>= Just One Thing book</p>
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			<p>to put that into it, this is just things that everyone is dealing with; flat playing field, everyone is on the same page, everyone has to work on patience, everyone has to work on self love, everyone has to work on gratitude, and it touches on all those things in a way that is super easy to relate to and I personally have gotten so much out of it. Even when it's not in the assigned reading have studied that and gone through and highlighted that. I've put a little thing on my instagram story; like I love that book so much so that has definitely been the biggest thing.</p>		
<p>Do you feel that this class and the interventions encouraged you to (1) not at all</p>	<p>I would say a 3 for sure. It just builds a level of trust within our nursing class and I think that it</p>	<p>I would say a 3. It definitely encouraged me to share my experiences. Yeah.</p>	<p>I would three for sure. I think it has to do with the fact that my class specifically is so</p>	<p>I'd say 2-3. Most 3. Because everyone's so open, so that makes you feel</p>	<p>__ = really encouraged</p>

<p>share your own experiences, (2) somewhat encouraged you to share your experiences, or (3) really encouraged you to share your experiences?</p>	<p>was hard freshman year having so much competition within us. But now it's like, "Oh we can take a deep breath and trust each other", and talk about the hard things, and talk about life outside of nursing, and get to know each other's families a little bit.</p>		<p>open and everyone has been really good about telling their stuff but I wasn't... I went through like a super hard thing last year that I went into the class knowing I wanted to work through on my own but had no intention of telling anyone about. And I...I think it was two weeks ago, ended up sharing with the entire group, which I originally had no intention of doing, and that was the thing that everyone was so encouraging to me and built me up so much for, which was huge. So I think definitely three for that.</p>	<p>more comfortable being open.</p>	
<p>How do you believe it was beneficial to hear from your classmates about their similar experiences?</p>	<p>I think it's one of those things that's like people are always like, "other people are feeling that too". Like if one person in the room has a question,</p>	<p>Again, just in the way that recognizing that things that I'm struggling with are kind of the same for other people. That's relieving because you don't feel alone</p>	<p>I think just to know that you're not alone. Just knowing mostly that I'm not the only one that bombed a quiz or is feeling this</p>	<p>Mhm, yeah. I think we've all gotten a lot closer as a group too. And I think that it depends on who, isn't it randomly</p>	<p>= reassurance = support system</p>

	<p>twenty people have a question. It just kind of confirms that we are all feeling the same emotions and that we can be frustrated about this, but moving forward, we obviously have to deal with this somehow. And having people to be like, “wow that’s really a bummer”, or “yeah this situation really sucks”, or “let’s move on and let’s deal with it” all together instead of on your own has been really helpful.</p>	<p>in your struggles, you don’t feel dumb like you’re the only person who thought that quiz was really hard or that this is really stressful or not as manageable as you thought it would be. So being able to be reaffirmed and being like, “no, it’s pretty much everyone, you’re not in this alone”. And being able to be mutually encouraged and learning from them by like, “here’s how you can do this better; let’s work on this together” type thing.</p>	<p>way because I bombed a quiz. Everyone can overreact, but everyone sharing that can help bring you back down and help you realize it’s not the end of the world. And everyone also not only shares their similar experiences but also what they got out of it and learned from it so then you can kind of piggy back on that and take whatever they learned from it too, or share what you learned from it to help someone else.</p>	<p>selected everybody that is in those classes? I think we ended up getting a good group who was all really comfortable sharing.</p>	
<p>Did you feel (1) not at all, (2) somewhat, or (3) very encouraged to engage in resilience activities with your senior peers?</p>	<p>I would say a 3 for that one as well. I don’t know, it’s just encouraging to hear that “oh it does get better” or “oh we will make it through and we will become nurses” and life isn’t all just school and it’s nice to have a life outside of school</p>	<p>Oh 3! Very encouraged, it was fun! Like being able to do stuff with you guys, and even being able to help you with this.</p>	<p>I think it was super cool because I think seeing...it’s always nice to see people that made it through alive, and are on the other end of things and still have a passion for nursing and still love what</p>	<p>I’d say 3.</p>	<p>__ = felt very encouraged</p>

	<p>and like you can see kind of the end goal.</p>		<p>they are doing. And so I think it was cool, because we see you (Taylor) at skills lab so it's like a familiar face. So yeah, I think it's encouraging to see people that are higher up in the process encouraging us to move forward.</p>		
<p>Which aspect of the strengths-focused intervention benefitted you the most?</p>	<p>The handwriting one I thought was interesting, just because, I assume as we get older we'll get better at that, and my left hand one was not very good. So that was interesting. It's kind of like a different perspective on things. Um, I also think looking at a good day versus a bad day and our strengths played into those. It's easy looking on the outside and thinking, "Oh, this strength is on the good days of this one, and this one is on the bad days". But when it actually comes to</p>	<p>I would say that probably the perfect day and the stressful situation exercise we did. Like being able to literally simulate a stressful situation, that may or may not be likely something we will experience in the nursing program at some point, and being able to come up with a game plan, because most of the time we just panic and try to figure it out as we go, which is natural, but being able to plan, "okay, acknowledge your strengths to overcome adversity that you're anticipating now"</p>	<p>I liked the picture one that we stayed after for. I remember I picked the woods one and it was the trees and reminded me a lot of home and that kind of brought me back to my main self and so relating my strengths... because I feel like I've changed a lot in the past two years being here but it was cool to relate; and I feel like everyone picked something that was close to home for them, I know my</p>	<p>I really liked the picture one, where we picked all the pictures because it was different from anything I've ever done and I think I'm a visual learner. So being able to interpret just a random picture and think how does this apply to my strengths, that was just really cool. And ever since then I've kind of thought about whenever I'm stressed out about something, I'll try and look at it from a birds eye view, kind of</p>	<p>__ = hand writing __ = perfect day versus imperfect day __ = identify an image that resonates with you</p>

	<p>those days, I think trying to remember what we have talked about and remembering what strengths we actually used and trying to apply those realistically, rather than just talking about those is a big one</p>		<p>roommates did. So, relating the strengths I have to that person that I know and that I'm familiar with instead of this crazy stuff that has all been changing and you feel kind of out of whack but you're like, "okay, this is who I am, this is who I grew up being, this picture resembles that, and these are the strengths that I can continue to use as constant thing, when everything else is changing and up in the air". So, that was my favorite one.</p>	<p>like the picture was. So it definitely had an impact on my resilience I think.</p>	
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Strengths Log

	EXPERIMENTAL 1	EXPERIMENTAL 2	EXPERIMENTAL 3	EXPERIMENTAL 4	CONTROL 1	CONTROL 2	CONTROL 3
<p>STRENGTH USED & HOW</p> <p>Key for</p>	<p>*Empathy I could sense that my friend was feeling extra sad and stressed and so I made her a cup</p>	<p>*Physical strength I used my strength to do a</p>	<p>*Achiever I finished my windshield</p>	<p>*Achiever I applied all my studying to my exam</p>	<p>*Adaptability I started to go with the flow and didn't</p>	<p>*Peacefulness After meditating, I felt more at peace</p>	<p>*Competition I did my best on my nursing exam</p>

<p>Themes: Peer to Peer Interaction Confidence in academic ability Decrease in Stress and Anxiety Development of Strengths</p>	<p>of tea to make her feel better</p>	<p>challenging yoga session this was very relaxing and helped me wake up</p>	<p>survey on Monday after all of my classes and nursing exam to get all of my hard stuff out of the way in the beginning of the week so that I could work on getting adequate sleep throughout the rest of the week</p>	<p>and did as well as I could based on my learning and my studying paid off!!!</p>	<p>second think every decision of mine. I started saying yes to things I normally wouldn't have. I was saying yes to life and living in the moment.</p>	<p>with my upcoming week and tests</p>	<p>and even though I passed, I learned that I need to study better in order to earn a better grade</p>
	<p>*Connectedness When my friend was spiraling and overthinking a stressful situation I comforted her and helped her zoom out and see the big picture, that in the big scheme of things it wouldn't affect her life too much, and how all of this</p>	<p>*Artistic I watercolored after class to give the math and science part of my brain a break and instead work with the artistic</p>	<p>*Developer I didn't have class Tuesday so my roommates and I went to a coffee shop to do some work in PB. After we went shopping</p>	<p>*Wool I went to support some of my friends in their intramural volleyball game and cheered them on!</p>	<p>*Analytical In order to be okay with the idea of me taking breaks, I had to think of all the reasons these breaks would benefit</p>	<p>*Empathy Increasing my mindfulness made me more aware of how I treat not only others, but also myself. I had empathy for myself.</p>	<p>*Competition Today, I felt very lost in microbiology, so instead of struggling alone, I went to my professor's office hours which really</p>

	experience was going to make her wiser and stronger	side of my brain for a change.	for a little retail therapy and then went to the beach.		me. I needed someone to prove to me that a 20 minute break wouldn't be the cause of me failing my test.		helped me gain clarity on the subject! I strived to gain a better understanding of the lectures.
	<p>*Achiever I had a lot of homework this day and so I worked extra hard to make sure that I got done with homework that was not only needed for the next day, but later in the week, too</p>	<p>*Pacing I used my ability to pace my runs to go on a long run where I could reflect on the past few weeks and run off all of the stress that builds up in me.</p>	<p>*Harmony I tried to do everything a little bit slower today. Whether that was eating, walking down to young rather than taking the shuttle, going exploring on the cliffs in the time I didn't have class and even waking up in the morning.</p>	<p>*Developer I helped one of my friends study for a big test and quizzed him until he answered all of the answers correctly.</p>	<p>*Positivity I tried to realize that so much good has happened to me and it outweighs all the bad. I tried to be as happy as I could and thankful for little things that happened during the day, while not allowing bad things to bring me down.</p>	<p>*Input Saying yes made me reassess situations. Saying yes to some parts of myself that I didn't like forced me to figure out new solutions to problems I usually tend to ignore.</p>	<p>*Futuristic I was getting anxious about academics, so I scheduled a coffee date with my sister because she is my best friend and I always look forward to hanging out with her.</p>

	<p>*Learner Thursday was my first hospital clinical day, and so I exercised my learning strength by taking in all of the information given to me during orientation and engaging with it by asking questions</p>	<p>*Ability to calm my mind- I was able to focus on the present and nothing else this helped me put aside all of the things that are in the back of my mind related to school</p>	<p>*Harmony My parents are flying out to visit me today and I am SO beyond grateful for them and their crazy love for me. I am going to make it a point to show them how much I appreciate them flying out to see me.</p>	<p>*Include r I made sure that people in my clinical group had a ride to our hospital and drove an extra friend who didn't have a ride.</p>	<p>*Connectedness I tried to have faith that things happen for a reason and everything is connected. After having a hard week, I had faith that everything would work out and I just needed to believe that everything has meaning.</p>	<p>*Restorative Taking more breaks allowed me to use my restorative quality. I felt more at peace and less anxious about the stresses of nursing school.</p>	<p>*Input I discussed with my parents some knowledge I gained from Micro and explained the importance of properly canning food so you don't grow clostridium botulinum.</p>
	<p>*Empathy I empathized with my sister when I facetimed her back home and she told me about all of the exciting plans she had coming up that she had been waiting for. I was so</p>	<p>*Communication I set aside time to talk to my grandparents and debrief these first five</p>	<p>*Developer Before I listed and painted things that come to mind that make me</p>	<p>*Woo I made plans to see one of my close friends from home this weekend who goes to</p>	<p>*Positivity I was very observant and tried to find something beautiful around me at all</p>	<p>*Present-ness Taking in the good allowed me to be more present and attentive in every situation</p>	<p>*Achiever/Competition Normally on Friday's I take the day off to relax, but today I studied</p>

	excited for her and let her know how stoked I was for her.	weeks with them.	particularly happy.	USD and has had a bit of a tough time adjusting to college after transferring from a community college	times. I stayed positive and ignored the bad events of my day. I tried to remain happy and enjoy the views and people around me.	. Doing so allowed me to become more at ease too.	extra hard for my nursing exam on Monday.
	*Communication I faceted my mom, dad, boyfriend, and grandpa on Saturday	*Time management I set aside time to make sure I am caught up on sleep	*Harmony I went to a bible study with some of my girlfriends Wednesday night and they all prayed over me. This morning I woke up with a huge smile on my face and wore it almost	*Positivity I spent the weekend with my family at Disney and was able to keep a positive attitude with them and enjoyed all the little moments that we could together.	*Woo I tried to be extra outgoing today and make new friends. I was then grateful for all the people I surrounded myself with and how happy they made me feel.	*Self-care Getting more sleep the night before allowed me to feel very rested and capable of conquering my studying and other responsibilities today.	*Woo During the mentorship meeting, I got to meet a bunch of different people and I made a bunch of people laugh which made me feel so happy!

			all day.				
	<p>*Achiever Sunday I got a lot of homework done and absolutely grinded on studying and homework</p>	<p>*Ability to detach myself from school work and enjoy life I used this strength to feel like I am worth more than just the grades I get.</p>	<p>*Belief I practiced trusting in God's plan for this crazy season of my life.</p>	<p>*Achiever I was able to enjoy my time with family, but was able to focus once I returned to school to finish the studying that I knew I needed to get done.</p>	<p>*Positivity I didn't force myself to smile today but instead maintained a very positive outlook on everything, which made me smile naturally. I surrounded myself with people who would make me happy and enjoy life.</p>	<p>*Joy I found joy in little things today. I took pleasure in the sound of the ocean. Also in my friends. I appreciated my day off more and felt refreshed.</p>	<p>*Achiever Today I played drums for First Church of the Naz and I felt like I performed very well! I felt like it was a successful church service.</p>
Most Used Strength(s)	Achiever, Empathy	Ability to detach from school/academic activities	Harmony	Woo, Achiever	Positivity	Acceptance of self, Mindfulness	Competition